

# Flashcards

## High Frequency Words 201-225



Recognition of high frequency words is considered an important benchmark in the development of young readers. Here is a set of flashcards for high frequency words 201-225. You can use them to help your students grow their sight vocabulary quickly by using them for a variety of practice games. I included "want" on this list, even though it was on the last one, because my students always had a really hard time with that word.

**Materials Preparation:** Run the flashcards off on cover or card stock, or tag board. The cards are coded with an image to make it easy for you to coordinate them with the other high frequency materials provided by Integreat! Thematic Units. You can let the children mix up word sets as they become more familiar with them, and then easily sort them back into their original groups. Laminate the cards and cut them apart using a paper cutter. **Cut them at 8.25 inches, 5.5 inches, and 2.75 inches.** Cut off the corner about 1/2 inch from the top left side. This allows you and your students to quickly and easily align the cards so they are all facing the same direction.

school

## Flashcards: Kids as Teachers

I am always amazed at how proficient children are when they are given half a chance. Recently I was working with a group of first graders of varying achievement levels in reading. While I was working with one small group, another small group was working independently with the reading games. I like to make monthly themed flashcards to hang on my classroom wall which I call wall cards. I keep the active cards on the wall and the old cards in a basket on the floor. I looked up to see some of the month's cards in a pile on the floor and hanging on the wall were all the cards for the year that had little words with e, i, and y at the end of them (me, my, he, hi, she, shy, be, by, why, etc.). D and N were working with great focus and I watched for a bit to see what they were doing. I had noticed that fearful little D had a lot of trouble with these words, confusing the sounds for the three letters, pretty much randomly guessing whenever they turned up, even in context, but I hadn't done anything about it yet. (What's the matter with me?!) N said, "Okay, D. You know the name of this letter, right?"

"Yes, it's e."

"Right. Now all these little words that end in e say the name, like me, she, we. Get it? Do you hear it say e?"

"Oh, yeah! Let me try it. I'll get all the words that end in e. You tell me if I'm right."

And she was. She then wanted to try the y words, but N said, "No, not yet. Try the i words first."

After they had sorted out all the words that had long E-s and I-s in them, then they tackled the -y words. Ultimately, it was those words they worked on for the rest of the game and the next day, starting with just a couple and adding one at a time until D could say them all consistently. She didn't have any trouble with those little words after that and she was so PLEASED with how quickly she had learned that her attitude and focus were significantly better for several days.

Way to go, N! ...and you too, D.

**school**



**important**



**until**



**money**



**form**



**food**



**keep**



**children**



**feet**



**land**



**side**



**without**



**boy**



**once**



**animals**



**life**



**enough**



**took**



**sometime**



**four**



head



above



kind



began



# almost



# want

